

Sample Contact Log

	Date	Name	IR	CS	IG	AR	AC	PC	HV	CI	Description	G	T	B	D	L	A
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18.																	
19.																	
20.																	
Page Totals																	

IR = in-house referral
AC = adult contact
AR = agency referral

CS = counseling services
PC = parent contact
CI = crisis intervention

IG = individual guidance
HV = home visit
D = during school

G = grade
B = before school
A = after school

T = teacher
L = lunchtime

Available on
companion CD



MANAGEMENT SYSTEM – Use of Data

What kind of data should we be looking at?

- STUDENT PROGRESS
 - Student-achievement data
 - Standardized tests
 - GPA
 - SAT/ACT scores
 - Graduation rate
 - At/above grade level in reading/math etc.
 - Passing all classes
 - Promotion/retention rates
 - Drop out rates
 - Achievement-related data
 - Course enrollment patterns
 - Discipline referrals
 - Suspension rates
 - Alcohol, tobacco and other drug violations
 - Attendance rates
 - Parent or guardian involvement
 - Participation in extracurricular activities
 - Homework completion rates
 - Standards and competency-related data
 - Percentage of students with 4-year plans on file
 - Percentage of students participating in job shadowing
 - Percentage of students who have set and attained academic goals
 - Percentage of students who apply conflict resolution skills
- PARTS OF THE WHOLE (DISAGGREGATE DATA)
(separating data of the student body by different variables)
 - Gender
 - Ethnicity
 - Socio-economic status (free and reduced lunch)
 - Language spoken at home
 - Special education

- Grade level
- Teacher
- PROGRAM EVALUATION
 - Process Data
 - What did you do?
 - For whom?
 - How was the program was conducted?
 - How many students were affected?
 - Was it conducted to reach the target students consistently?
 - Perception Data
 - What do the students observe or perceive?
 - Ex: 79% of students know where the school counselor's office is.
 - What knowledge have they gained?
 - Ex: 65% of students can identify warning signs of suicide
 - What competencies have they achieved?
 - Ex: 98% of 7th grade students have completed an interest inventory
 - You can use: pre/post surveys, skill demonstration opportunities, presentations, role-plays, evaluations
 - Results Data
 - So what?
 - What impact has your work had on the students' ability to use their skills, knowledge etc.?
 - Ex: Discipline referrals decreased by 30%
- OVER TIME
 - Immediate – measures the immediate impact of counselor activity on knowledge, attitude and skills (Ex. Pre-post test during a classroom lesson).
 - Intermediate – measures application of knowledge/skills/attitudes over a short period of time (Ex. Improved homework completion after study skills group).
 - Long range – measures data over time, across years (Ex. Student attendance or graduation rate).

MANAGEMENT SYSTEM – Use of Data

DATA COLLECTION WORKHSEET

1. WHAT DO YOU WANT TO KNOW?
2. WHERE CAN YOU FIND THIS INFORMATION?
3. HOW WILL YOU GET IT? WHO WILL BE RESPONSIBLE FOR GETTING IT?
4. <i>DETAILS</i> - HOW CAN YOU BREAK IT DOWN MORE SPECIFICALLY? WHAT OTHER USEFUL INFORMATION CAN YOU FIND HERE?
5. WHAT OTHER INFORMATION MIGHT BE HELPFUL TO KNOW?
6. WHERE CAN YOU FIND THIS INFORMATION?
7. HOW WILL YOU GET IT? WHO WILL BE RESPONSIBLE FOR GETTING IT?
8. WHAT DID YOU FIND OUT?
9. WHAT ARE SOME POSSIBLE INTERVENTIONS?

MANAGEMENT SYSTEM – Use of Data

***SAMPLE* DATA COLLECTION WORKSHEET**

1. WHAT DO YOU WANT TO KNOW? Who in the 7 th grade class is in danger of failing for the year?
2. WHERE CAN YOU FIND THIS INFORMATION? Computer program printout of marking periods 1 and 2 with names of students who have Ds and Fs.
3. HOW WILL YOU GET IT? WHO WILL BE RESPONSIBLE FOR GETTING IT? Ask the guidance secretaries to print it out for me.
4. <i>DETAILS</i> - HOW CAN YOU BREAK IT DOWN MORE SPECIFICALLY? WHAT OTHER USEFUL INFORMATION CAN YOU FIND HERE? Look at gender, ethnicity, subject and teacher. Are many students failing for one teacher? How many are special education students?
5. WHAT OTHER INFORMATION MIGHT BE HELPFUL TO KNOW? How are they in all classes? Are they high Ds and Fs or low? Is it homework, test anxiety, long-term assignments, absenteeism, organization, time management, motivation? Is there anything going on outside of academics?
6. WHERE CAN YOU FIND THIS INFORMATION? Computer printout of grades in all classes. Look at "Gradebook" on the computer and meet with teachers to determine what is contributing to the low grades. Meet with the students individually or in small groups. Phone parents.
7. HOW WILL YOU GET IT? WHO WILL BE RESPONSIBLE FOR GETTING IT? I will ask the guidance secretaries to print out the information. I will meet with the teachers and make plans to meet with the students and contact parents.
8. WHAT DID YOU FIND OUT? Many students are struggling to pass in one class. Some need to organize their binders, folders, notebooks because they are losing work to turn in. Some do not have self-motivation to do homework and need parent involvement. Some feel overwhelmed by many different things.
9. WHAT ARE SOME POSSIBLE INTERVENTIONS? Meet with the teacher in question and brainstorm possible solutions – different tests, study groups etc. Work with students individually or in small groups to organize their lockers and binders etc. Meet with parents to discuss possible interventions at home. Individual or small-group counseling

Date Agreement Completed: _____ School: _____
School Year: _____ Counselor: _____ Administrator: _____

Sample Counselor/Administrator Agreement

Programmatic Delivery

The school counseling teams will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

Local School Time Plan

Actual Use		Recommended Time			
_____ %	of time delivering guidance curriculum	Provides developmental comprehensive guidance program content in a systematic way to all students K-12	Elementary: 35%-45%	Middle/Jr High: 25%-35%	High School 15%-25%
_____ %	of time with individual student planning	Assists students and parents in development of academic and career plans	Elementary: 5%-10%	Middle/Jr High: 15%-25%	High School 25%-35%
_____ %	of time with responsive services	Addresses the immediate concerns of students	Elementary: 30%-40%	Middle/Jr High: 30%-40%	High School 25%-35%
_____ %	of time with system support	Includes program, staff and school support activities and services	Elementary: 10%-15%	Middle/Jr High: 10%-15%	High School 15%-20%

School Improvement/Closing-the-Gap Goals

Implementation Plan

Goal Description	
1	
2	
3	

Programs, Information, Assistance and Outreach

Teachers	Parents	Community

Professional Development for School Counseling Staff

The school counseling team will participate in the following professional development:

Date Agreement Completed: _____	School: _____
School Year: _____	Counselor: _____ Administrator: _____

Professional Collaboration

The school counseling department will meet weekly/monthly: *circle all that apply*

- | | | |
|---|---|-------------------------------------|
| A. As a counseling department team | B. With the school staff (faculty) | C. With the advisory council |
| D. With administration | E. With subject area departments | F. Other: _____ |

Budget Materials and Supplies

Yearly Budget _____ Needed materials, supplies and expenses: _____

\$ _____

Counselor Availability / Office Organization

The school counseling department will be open for students/parents/teachers from _____ to _____

The department will manage the division of hours by _____

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School counselor will be compensated for extra work hours by: *Circle all that apply*

- | | | |
|---|------------------------------|---------------------|
| A. Extra duty pay | C. Flex Schedule | E. Comp Time |
| B. Principal/Counselor Negotiation | D. No Option for this | F. Other |

April 18, 2005**Monday**

8:30 AM - 9:00 AM	Counselor Meeting
9:00 AM - 10:00 AM	KAPPA -- Room 35
10:30 AM - 11:00 AM	Student Meeting
12:00 PM - 12:30 PM	Student meeting
1:00 PM - 1:30 PM	Teacher Meeting -- Room 129
1:30 PM - 2:00 PM	Student Meeting
2:00 PM - 2:30 PM	Teacher Consult
4:00 PM - 4:30 PM	Parent Meeting

April 19, 2005**Tuesday**

7:00 AM - 8:00 AM	STAT -- Room 129
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8:00 AM - 10:30 AM	Professional Development: Career Cruising Training -- SHS Room 276
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Megan Scott will be coming to train us in the use of Career Cruising. We will meet at the high school in room 276.
Jaye

12:00 PM - 12:30 PM	SMALL GROUP -- Room 119
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12:30 PM - 1:00 PM	Outside Consult
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2:00 PM - 2:30 PM	Student Meeting
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2:30 PM - 3:00 PM	Student Mediation
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3:00 PM - 5:00 PM	Professional Development: Book talk
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April 20, 2005**Wednesday**

7:30 AM - 8:00 AM	OMICRON
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8:00 AM - 8:30 AM	Student Mediation
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9:00 AM - 10:00 AM	KAPPA
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10:00 AM - 10:30 AM	Student Meeting
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“Seven Habits” Exercise

Adapted from: Covey, S. (2004). “The seven habits of highly effective people personal workbook.” Fireside Books.

Rate yourself 1-6 (poor-outstanding) on each statement read. Total the three questions in each section. 0-3: very poor; 4-6: poor; 7-9: fair; 10-12: good; 13-15: very good; 16-18: outstanding. 5-10 10-15 18-20 20-24 24-30

Be Proactive

1. 3
2. 5 poor
3. 4

Begin with the end in mind

4. 8
5. 5 fair
6. 6

Put first things first

7. 3
8. 5 poor
9. 4

Think win-win

10. 9
11. 8
12. 9 good

Seek first to understand, then to be understood

13. 10
14. 10 good
15. 10

Synergize

16. 8
17. 10 good
18. 7

Sharpen the saw

19. 6
20. 9 good
21. 7

MANAGEMENT SYSTEM – Use of Time

How should we be spending our valuable time?

EXERCISE

Directions: Check off which of the following activities you currently do, or would do, as part of your professional school counselor duties.

1.	Individual student academic planning
2.	Registration and scheduling of all new students
3.	Counseling students who are tardy or absent
4.	Coordinating or administering cognitive, aptitude and achievement tests
5.	Counseling students who have disciplinary problems
6.	Signing excuses/passes for students who are tardy or absent
7.	Counseling students as to appropriate school dress
8.	Performing disciplinary actions
9.	Collaborating with teachers to present guidance curriculum lessons
10.	Sending students home who are not appropriately dressed
11.	Analyzing grade-point averages in relationship to achievement
12.	Teaching classes when teachers are absent
13.	Interpreting student records
14.	Computing grade-point averages
15.	Providing teachers with suggestions for better management
16.	Maintaining student records (photocopying, typing, filing)
17.	Ensuring that student records are maintained as per state and federal regulations
18.	Supervising study halls
19.	Assisting the school principal with identifying and resolving student issues/needs/problems
20.	Clerical record keeping
21.	Working with students to provide small- and large-group counseling students
22.	Assisting with duties in the principal's office
23.	Advocating for students at individual education plan meetings, student study teams and school attendance review boards
24.	Preparation of individual education plans, student study teams and school attendance review boards
25.	Disaggregated data analysis/general data analysis
26.	Work with one student at a time in a therapeutic clinical mode
27.	Interpreting cognitive, aptitude and achievement tests
28.	Serving as LEA (Local Education Authority) for Individual Education Plans

NOTE: As a helping professional, you may find that your personality lends itself to being highly motivated, over-dedicated and eager to please. Be sure that what you are taking on is an appropriate use of your time.

Coover, B. (2005, April). *Modeling 101: Revealing the inner beauty of the ASCA National Model to beginning counselors*. Breakout session presented at PSCA 49th Annual Conference, State College, PA.